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ABSTRACT

This document contains competencies and criterion-referenced test items for the Advanced Food and Nutrition semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the Advanced Food and Nutrition semester course. The document begins with a 20-item reference list. The individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: recognizing the significance of food as related to cultures and world conditions; recognizing nutritional needs as related to health and illness; analyzing a variety of food products, preparation techniques, and meal patterns of various cultures; using creative meal service techniques; recognizing careers in food and nutrition; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

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Performance Objectives and Criterion-Referenced Test Items

Food and Nutrition (Advanced)

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FOOD AND NUTRITION (ADVANCED)

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
September 1989

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FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help teachers and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Advanced Food and Nutrition semester course which were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists.

To further assist home economics teachers in implementing VIMS into the Advanced Food and Nutrition semester course, a minimum of two performance objectives have been developed and validated for each competency by teachers with expertise in the area of food and nutrition. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the teacher's ability to recognize the student's mastery of competencies for Advanced Food and Nutrition.

RESOURCES FOR ADVANCED FOOD AND NUTRITION
PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

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ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 1 Analyze international, economical, and political factors influencing food choices

Performance Objective:

Given: Given a list of cultural influences,

Task: the student selects the factors which most influenced the food choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The Chinese serve the lowest forms of food, such as grubs, grasshoppers, and snakes; and unusual foods such as birds' nests, webbed duck's feet, and bear paws. Which is the primary factor influencing food selection?

a. geographic

b. * economical

c. religious

d. technological

e. political

(NOTE: * represents correct response)

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 1 Analyze international, economical, and political factors influencing food choices

Performance Objective:

Given: Given cultural food choices and their influences,

Task: the student selects the factors which most influenced the choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How did the dynasty structure influence Chinese food choices?

a. * improved the sophistication of the cuisine

b. restricted use of fuel for food preparation

c. dictated types of foods served

d. placed a high tax on meats and protein foods

e. introduced rice to the cuisine

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area:	A	Recognizing the Significance of Food as Related to Cultures and World Conditions
Task:	2	Recognize historical and geographical influences as they relate to cultural food choices

Performance Objective:

Given: Given a list of geographical influences,

Task: the student identifies the food choices influenced by the geographical condition

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Because of the terrain in Southern Italy, which has become a source of fat used in Italian cooking?

a. pigs

b. cattle

c. soy beans

d. mountain goats

e. * olive trees

(NOTE: * represents correct response).

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 2 Recognize historical and geographical influences as they relate to cultural food choices

Performance Objective:

Given: Given a historical event and a list of cultures,

Task: the student identifies the culture influenced by the event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which culture was introduced to turkey and tomatoes by explorers returning from the New World?

a. Chinese

b. * Italian

c. Mexican

d. Russian

e. German

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 2 Recognize historical and geographical influences as they relate to cultural food choices

Performance Objective:

Given: Given cultural food choices and conditions,

Task: the student identifies the condition which influenced the particular food choice

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why have olives been an important part of the Italian cuisine?

a. influence of invaders from the East

b. influence of early monarchs

c. fertile valleys of Northern Italy

d. * mountainous terrain of Southern Italy

e. many miles of sea coast

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 2 Recognize historical and geographical influences as they relate to cultural food choices

Performance Objective:

Given: Given a geographic condition and possible food choices,

Task: the student identifies the food choices influenced by the geographical condition

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What effect do geographical barriers have on the foods eaten in a country?

a. foods will be similar throughout the country

b. * foods vary greatly throughout the country

c. will not effect food choices at all

d. sea food will be eaten often

e. foods will consist mostly of vegetables

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 3 Evaluate ways technology influences food and nutrition choices world wide

Performance Objective:

Given: Given a technological factor,

Task: the student determines the degree of influence on food choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

To what extent have electric ranges and hot plates influenced the types of foods eaten in Mexico?

a. moderately in the coastal areas

b. vastly in the extreme southern areas

c. * very little throughout the country

d. greatly throughout the country

e. largely but only in mountainous areas

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 3 Evaluate ways technology influences food and nutrition choices world wide

Performance Objective:

Given: Given a technological factor,

Task: the student determines the degree of influence on food choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

To what extent has refrigeration influenced the type of ingredients and foods used in China?

a. moderately in the coastal areas

b. vastly in more rural areas

c. * very little throughout the country

d. largely throughout the country

e. largely, but only in the extreme southern areas

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 3 Evaluate ways technology influences food and nutrition choices world wide

Performance Objective:

Given: Given technological factors,

Task: the student chooses which influences nutritional choices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

In developing countries, which individuals would be most likely to use modern technology to upgrade nutrition?

a. farmers who lack knowledge to operate modern equipment

b. people who follow traditional eating habits

c. * farmers who own their own property

d. owners of land not suitable for modern equipment

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 4 Recognize the relationship between food supply and nutritional needs

Performance Objective:

Given: Given a list of foods,

Task: the student identifies protein sources of the Far East countries

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which food is a primary protein source in Far Eastern countries?

a. rice

b. milk

c. snow peas

d. * tofu

e. spices

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 4 Recognize the relationship between food supply and nutritional needs

Performance Objective:

Given: Given a situation relating to food supply and nutritional needs,

Task: the student identifies the factor which has the most influence

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which factor contributes to the great number of athletes who come from South Africa?

a. warm climate

b. abundant supply of rice

c. cooking methods used

d. * rich grazing croplands

e. low-calorie diet

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area:	A	Recognizing the Significance of Food as Related to Cultures and World Conditions
Task:	4	Recognize the relationship between food supply and nutritional needs

Performance Objective:

Given: Given a list of foods,

Task: the student identifies ways food influences world conditions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A dietary deficiency affecting the health and stature of many Mexicans has been caused by the failure to eat enough of which foods?

a. corn and beans

b. fruits and vegetables

c. * milk and animal proteins

d. rice and grains

e. sugars and starch

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 4 Recognize the relationship between food supply and nutritional needs

Performance Objective:

Given: Given a list of foods,

Task: the student identifies the food which most influences the situation presented

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Over production of which crops contributes to poor nutrition which effects many peasants of Mexico?

a. bananas and grapes

b. yams and corn

c. tomatoes and beans

d. grapes and apples

e. * corn and beans

(NOTE: * represents correct response)

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 4 Recognize the relationship between food supply and nutritional needs

Performance Objective:

Given: Given a list of nutritional deficiencies,

Task: the student matches the disease to the nutritional deficiency

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the disease to the deficiency which causes it.

	Deficiencies	Diseases
a	1. limited diet of white rice	a. beriberi
f	2. limited diet of corn (maize)	b. kwashiorkor
c	3. lack of fresh fruits and vegetables	c. scurvy
e	4. gross and chronic calorie deficiency characterized by wasting muscles	d. hepatitis
b	5. protein-calorie deficiency	e. marasmus
		f. pellagra

Competency:

Duty Area: A Recognizing the Significance of Food as Related to Cultures and World Conditions

Task: 4 Recognize the relationship between food supply and nutritional needs

Performance Objective:

Given: Given a list of nutritional deficiencies,

Task: the student matches the disease to the nutritional deficiency

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the disease to the deficiency which causes it.

	Deficiencies	Diseases
b 1.	lack of iron and high quality protein	a. osteomalacia
c 2.	lack of vitamin A	b. anemia
e 3.	lack of iodine	c. xerophthalmia
d 4.	lack of vitamin D in children	d. rickets
a 5.	lack of vitamin, calcium, or phosphorus in adults	e. edemic goiter
		f. sleeping sickness

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 1 Evaluate special diets to maintain health (low sodium, low cholesterol, high calcium, high fiber)

Performance Objective:

Given: Given a list of foods,

Task: the student evaluates a low cholesterol diet

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "L" before the foods that are low in cholesterol and "H" before the foods that are high in cholesterol.

H 1. lobster

H 2. poached eggs

L 3. skim milk

L 4. white bread

L 5. boiled potatoes

H 6. Velveeta® cheese (American processed)

L 7. bananas

L 8. green beans

H 9. hamburger

L 10. corn oil margarine

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 1 Evaluate special diets to maintain health (low sodium, low cholesterol, high calcium, high fiber)

Performance Objective:

Given: Given a list of foods,

Task: the student evaluates food for a low cholesterol diet

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which food should be eliminated from a low cholesterol diet?

a. potatoes

b. * shrimp

c. strawberries

d. oatmeal

e. iced tea

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area:	B	Recognizing Nutritional Needs as Related to Health and Illness
Task:	1	Evaluate special diets to maintain health (low sodium, low cholesterol, high calcium, high fiber)

Performance Objective:

Given: Given a list of foods,

Task: the student chooses food for a low sodium diet

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which food is high in sodium?

a. orange

b. 2% milk

c. shredded wheat

d. * luncheon meat

e. graham cracker

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 2 Recognize dietary needs during illness

Performance Objective:

Given: Given a list of dietary needs,

Task: the student identifies dietary needs during specific illnesses

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. High protein foods are usually restricted for a diabetic diet.

T 2. Foods are prepared with little or no sugar for a hypoglycemia diet.

F 3. Diets for hypertension usually increase salt and sodium.

T 4. Diets of people with food allergies may restrict many packaged and convenience foods.

T 5. Irritated stomach and duodenum usually require a bland diet.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 2 Recognize dietary needs during illness

Performance Objective:

Given: Given a list of possible dietary needs,

Task: the student identifies those items which are not dietary needs during specific illnesses

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** generally a dietary need during illness?

a. low to moderate calorie amounts

b. increased liquids

c. attractively served foods

d. easily digested foods

e. * highly seasoned foods

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 3 Plan appealing meals to meet special diet needs

Performance Objective:

Given: Given meal characteristics,

Task: the student identifies special diet characteristics

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which of the following characteristics of an appealing meal fails to meet special diet needs?

a. small helpings of food

b. foods served on colorful dinnerware

c. a flower in a bud vase on the tray

d. * foods served with a rich sauce

e. a parsley garnish on steamed potatoes

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 3 Plan appealing meals to meet special diet needs

Performance Objective:

Given: Given meal characteristics,

Task: the student identifies dietary needs for a strict, bland diet

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A strict bland diet consisting of sliced turkey breast, mashed potatoes and gravy, whole wheat roll, cherry gelatin dessert, and 2% milk could be made more appealing by including:

a. steamed cauliflower

b. * cooked spinach

c. buttered noodles

d. green salad with roquefort dressing

e. chocolate milk (to replace the 2% milk)

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 3 Plan appealing meals to meet special diet needs

Performance Objective:

Given: Given examples of meal plans,

Task: the student evaluates a special diet for hypoglycemia

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which meal plan is appropriate for a person with hypoglycemia?

a. * baked ham, baked sweet potato with butter, spinach salad with dressing, hot rolls, melon slice, decaffeinated coffee

b. frankfurter with mustard and catsup on bun, sweet pickles, french fries, coleslaw, soft drink

c. grapefruit half with sugar, poached egg on toast, chocolate milk

d. banana half, Frosted Flakes cereal with milk, buttered toast, coffee

e. vegetable soup with grilled cheese sandwich, chocolate pudding with cookie, iced tea

(NOTE: * represents correct response)

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 3 Plan appealing meals to meet special diet needs

Performance Objective:

Given: Given a convalescing patient situation,

Task: the student plans menus

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

An 80-year-old grandmother has been placed on a bland diet after gall bladder surgery. Considering ways to develop appealing menus that will aid her convalesence, write "T" before the statement that is true and "F" before the statement that is false.

T 1. Foods should be colorful.

T 2. A tray will attract more attention if items of personal interest are included.

F 3. Flavor appeal isn't a real consideration in a bland diet.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 1 Recognize specific influences of culture on food

Performance Objective:

Given: Given lists of foods and cultures,

Task: the student indicates the food influenced by a specific culture

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the culture to the food that it influenced. Cultures may be used more than once or not at all.

	Foods		Cultures
c	1. boiled foods	a.	French
e	2. pickled/sweet and sour	b.	Chinese
h	3. ice cream/flavored ices	c.	British
f	4. smorgasbord	d.	Greek
h	5. pizza	e.	German
d	6. pita (pocket bread)	f.	Scandinavian
h	7. pastas	g.	African
		h.	Italian

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 1 Recognize specific influences of culture on food

Performance Objective:

Given: Given lists of foods and cultures,

Task: the student indicates the food influenced by a specific culture

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the culture to the food that it influenced. Cultures may be used more than once or not at all.

	Foods	Cultures
b	1. hot spicy foods	a. French
g	2. fish and chips	b. Mexican
a	3. hollandaise sauce	c. Russian
c	4. borsch	d. Greek
f	5. meat and potatoes	e. Chinese
e	6. stir-fried foods	f. German
g	7. tea	g. British
		h. Italian

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 1 Recognize specific influences of culture on food

Performance Objective:

Given: Given a list of cultures and a specific country,

Task: the student identifies the cultural influences on foods of that country

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which culture highly influenced the foods of Brazil?

a. German

b. Italian

c. * Portuguese

d. Mexican

e. Chinese

(NOTE: * represents correct response)

Competency:

Duty Area: B Recognizing Nutritional Needs as Related to Health and Illness

Task: 3 Plan appealing meals to meet special diet needs

Performance Objective:

Given: Given a convalescing patient situation,

Task: the student plans a dinner menu and draws a diagram of the tray or table setting

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

An 80-year-old grandmother has been placed on a bland diet after gall bladder surgery. Considering ways to develop appealing menus that will aid her convalesence, write "T" before the statement that is true and "F" before the statement that is false.

T 1. Foods should be colorful.

T 2. A tray will attract more attention if items of personal interest are included.

F 3. Flavor appeal isn't a real consideration in a bland diet.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 2 Prepare a variety of foods as related to various cultures and world conditions

Performance Objective:

Given: Given a list of cooking procedures,

Task: the student selects the appropriate procedure used in stir-frying

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How is oil used to stir-fry food in a wok?

a. no oil needed

b. pour 1/4 to 1/2 inch in wok

c. fill wok with enough oil to cover food

d. sprinkle oil over food

e. * use manufacturer's recommendations

(NOTE: * represents correct response)

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 2 Prepare a variety of foods as related to various cultures and world conditions

Performance Objective:

Given: Given a list of cooking procedures,

Task: the student selects the appropriate procedure used to make a French crepe

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which option describes how to make a French crepe?

a. using a 9 x 13 inch pan, bake crepe in the oven until set and lightly browned

b. * cook thin batter, in a shallow skillet, rotating continuously, turn crepe once

c. pour mixture into a pie crust, bake until set and crepe is lightly browned

d. beat egg mixture until very fluffy, bake in a casserole-type dish until crepe has doubled its size, and is lightly browned

e. cook thin batter in a skillet, stirring continuously, until mixture looks dry

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 3 Identify food products available from specific cultures

Performance Objective:

Given: Given a list of food products and specific cultures,

Task: the student matches the culture and its known food product

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the culture to its known food product. Cultures may be used more than once.

Food Products			Cultures
c	1.	soy sauce	a. Mexican
b	2.	mozzarella cheese	b. Italian
b	3.	broccoli	c. Chinese
a	4.	chili peppers	
c	5.	bamboo shoots	
c	6.	mandarin oranges	
a	7.	vanilla	
c	8.	ginger root	
a	9.	pinto beans	
a	10.	masa harina	
a	11.	avocados	
b	12.	pastas	
b	13.	salami	
c	14.	water chestnuts	

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 3 Identify food products available from specific cultures

Performance Objective:

Given: Given a list of food products,

Task: the student identifies food products common to a specific country

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which food product is **not** common to Mexico?

a. corn

b. tomatoes

c. * broccoli

d. chocolate

e. avocados

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 4 Recognize equipment and cooking techniques from specific cultures

Performance Objective:

Given: Given a list of cooking techniques and cultures,

Task: the student identifies the cooking technique common to Mexico

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a cooking technique commonly used in the Mexican culture?

a. refrying

b. * stir-frying

c. deep-fat frying

d. dipping in a sauce

e. mashing

(NOTE: * represents correct response)

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 4 Recognize equipment and cooking techniques from specific cultures

Performance Objective:

Given: Given a list of cooking techniques and cultures,

Task: the student matches the culture and its common cooking technique

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the culture to its related cooking technique. Cultures may be used more than once.

Cooking Techniques			Cultures	
c	1.	sauteing	a.	Chinese
a	2.	stir-frying	b.	Mexican
b	3.	re-frying	c.	Italian
a	4.	diagonally cut vegetables		
c	5.	marinated vegetables		

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 4 Recognize equipment and cooking techniques from specific cultures

Performance Objective:

Given: Given a list of equipment and a list of cultures,

Task: the student matches the culture to the item of equipment used to prepare foods of that culture

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the culture to the equipment its natives used to prepare food. Cultures may be used more than once.

Equipment			Cultures	
c	1.	wok	a.	French
a	2.	souffle dish	b.	German
b	3.	Kugelhopf	c.	Chinese
a	4.	whisk	d.	Mexican
b	5.	springerle board		
d	6.	bean masher		
d	7.	comal		
a	8.	crepe pan		
c	9.	steamer		

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 5 Prepare a meal demonstrating a cultural influence

Performance Objective:

Given: Given a list of meal preparation procedures,

Task: the student selects procedures followed when preparing an Italian meal

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is true of a typical Italian meal?

a. pasta ingredient repeated in several dishes

b. meats prepared with elaborate sauces

c. one-dish meals prepared as main meal of the day

d. * cheese served with fruit as a dessert

e. sweet, sour, bitter, pungent, and salty flavors are all represented

(NOTE: * represents correct response)

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 5 Prepare a meal demonstrating a cultural influence

Performance Objective:

Given: Given a list of table items,

Task: the student indicates the items used when serving a Chinese meal

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" in the blank before the items that are commonly used to serve a Chinese meal.

____ 1. water glass

_X_ 2. tea cup

____ 3. centerpiece

_X_ 4. rice bowl

_X_ 5. cushion

_X_ 6. common dish of food

_X_ 7. soup bowl

____ 8. chair

_X_ 9. chopsticks

_X_ 10. soup spoon, optional

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area:	C	Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures
Task:	5	Prepare a meal demonstrating a cultural influence

Performance Objective:

Given: Given a list of procedures for preparing and serving a Chinese meal,

Task: the student selects the correct procedure to follow

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which procedure is correct when serving a Chinese meal?

a. place rice bowl in center of table

b. use plain white table cloth

c. * use round table about 10 inches tall

d. place napkin left of cover plate

e. place knife right of cover plate

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 6 Compare meal patterns from various cultures

Performance Objective:

Given: Given statements concerning cultural meal patterns

Task: the student identifies meal patterns of various cultures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statment that is true and "F" before the statement that is false concerning Mexican, Chinese, and Italian meal patterns.

T__ 1. People of Mexico and China eat three main meals a day.

F__ 2. Dessert is served regularly at the end of meals in Mexico, China and Italy.

T__ 3. Both Mexican and Chinese meal patterns include snacks.

F__ 4. In the Italian culture, the same main course is served at each meal.

F__ 5. Major meals include a variety of courses in China and Italy.

T__ 6. Mexican and Italian meals include coffee with milk.

F__ 7. The Mexican evening meal is eaten much earlier than most other cultures.

T__ 8. Breakfasts in Italy and Mexico are usually light.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: C Analyzing Variety of Food Products, Preparation Techniques, and Meal Patterns of Various Cultures

Task: 6 Compare meal patterns from various cultures

Performance Objective:

Given: Given a list of cultures,

Task: the student identifies a meal pattern of a specific culture

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which culture commonly serves a fresh green salad after the main course?

a. Chinese

b. Mexican

c. Russian

d. German

e. * Italian

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: D Using Creative Meal Service Techniques

Task: 1 Demonstrate etiquette (hostess gifts, thank you notes, manners)

Performance Objective:

Given: Given a situation,

Task: the student demonstrates proper etiquette

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When eating in a restaurant, which would be considered proper etiquette?

a. placing a napkin on your lap immediately after being seated

b. placing all packages, purse, or other extra items on the table

c. following the head waiter or hostess to your table, if you are a man or boy, while your girlfriend follows

d. * waiting for the head waiter or hostess before finding a table

e. leaving a five percent tip regardless of quality of service

(NOTE: * represents correct response)

Competency:

Duty Area: D Using Creative Meal Service Techniques

Task: 1 Demonstrate etiquette (hostess gifts, thank you notes, manners)

Performance Objective:

Given: Given a place setting diagram,

Task: the student demonstrates proper etiquette

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is used to eat the seafood appetizer at a formal dinner?

a. filet knife

b. * seafood fork

c. tongs

d. teaspoon

e. salad fork

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: D Using Creative Meal Service Techniques

Task: 2 Create a pleasing atmosphere (decorative foods, table cover and appointments, theme)

Performance Objective:

Given: Given a list of items,

Task: the student identifies tableware and linen for casual dining

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" before the appropriate tableware and linen used for a casual, buffet-style cookout on a hot summer afternoon.

___ 1. white china with platinum band

X 2. red melamine dinnerware

___ 3. ornate silver flatware

___ 4. vermeil flatware

X 5. contemporary stainless flatware with plastic handles

___ 6. yellow straw placemats

___ 7. white linen tablecloth

___ 8. white lace placemats

X 9. checked tablecloth

___ 10. etched stemware

X 11. plain tumblers

___ 12. white tapers

X 13. fresh daisies in a wicker basket

___ 14. red roses in white container

___ 15. white mums in a silver vase

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: D Using Creative Meal Service Techniques

Task: 2 Create a pleasing atmosphere (decorative foods, table cover and appointments, theme)

Performance Objective:

Given: Given a situation,

Task: the student selects an appropriate centerpiece to create a pleasing atmosphere

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which centerpiece would be appropriate for a formal reception, honoring your grandparents' Golden Wedding Anniversary?

a. green plant in brass planter

b. * yellow roses in white container

c. fresh fruit in crystal bowl

d. chunky gold candles in wooden holders

e. fresh daisies in wicker basket

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: D Using Creative Meal Service Techniques

Task: 3 Plan and participate in special occasion meals (dining out, teas, receptions, banquets)

Performance Objective:

Given: Given a list of foods,

Task: the student identifies food appropriate to serve at a formal reception

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would be an inappropriate food to serve at a formal reception for a retiree?

a. * gazpacho

b. petit fours

c. hors d'oeuvres

d. tea

e. finger sandwiches

(NOTE: * represents correct response)

Competency:

Duty Area: D Using Creative Meal Service Techniques

Task: 3 Plan and participate in special occasion meals (dining out, teas, receptions, banquets)

Performance Objective:

Given: Given a list of foods and appointments,

Task: the student plans the table arrangement

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A centerpiece may be placed at the end of the table.

F 2. Food items are placed in no particular order on a buffet table.

F 3. Bread is never buttered before it is placed on the table.

T 4. Plates, napkins and flatware are placed at the head of the buffet table.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: E Recognizing Careers in Food and Nutrition

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a list of careers,

Task: the student identifies careers in food and nutrition requiring little training

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which career in food and nutrition requires the least training?

a. chef

b. dietitian

c. baker

d. short-order cook

e. * salesclerk

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: E Recognizing Careers in Food and Nutrition

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a career in food and nutrition and training requirements,

Task: the student classifies training requirements for a career in dietetics

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is required for a career in dietetics?

a. * a bachelor's degree in food and nutrition

b. a doctor's degree in food and nutrition

c. a degree in nursing

d. a six-year internship

e. two years training in foods at an area vocational school

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: E Recognizing Careers in Food and Nutrition

Task: 2 Identify careers

Performance Objective:

Given: Given a list of careers,

Task: the student identifies careers in food and nutrition

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which career prepares and delivers food?

a. dietician

b. * caterer

c. chef

d. cosmetologist

e. delivery person

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: E Recognizing Careers in Food and Nutrition

Task: 2 Identify careers

Performance Objective:

Given: Given a list of careers,

Task: the student identifies careers in food and nutrition

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which career is **not** related to food and nutrition?

a. dietitian

b. caterer

c. busboy

d. chef

e. * therapist

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: E Recognizing Careers in Food and Nutrition

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given a list of careers in food and nutrition,

Task: the student identifies the career paying the highest income

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Generally, which food and nutrition career pays the highest income?

a. caterer

b. * dietician

c. chef

d. baker

e. waiter/waitress

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: E Recognizing Careers in Food and Nutrition

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given a list of career disadvantages and advantages,

Task: the student recognizes disadvantages of careers in food and nutrition

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a disadvantage of careers in food and nutrition?

a. work many weekends and holidays

b. long hours on feet

c. work area may be hot, crowded

d. danger of burns, cuts, falls

e. * meals are usually provided

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a list of business characteristics,

Task: the student identifies home-based home economics businesses

Criteria: based on satisfactory completion of assignment sheets, job sheets, and/or test items.

Criterion-Referenced Test Item:

Which is a characteristic of home-based home economics businesses?

a. * wide variety in products and services

b. usually supervised by men

c. relates to the area of child development

d. usually started by retirees

e. seldom successful

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given examples of businesses,

Task: the student identifies a type of home-based home economics businesses

Criteria: based on satisfactory completion of assignment sheets, job sheets, and/or test items.

Criterion-Referenced Test Item:

Which business is **not** an example of a home-based home economics foods related business?

a. catering

b. mail order fruit cakes

c. cake decorating

d. * pattern making

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list of personal traits,

Task: the student recognizes traits typical of a home economics entrepreneur

Criteria: based on satisfactory completion of assignment sheets, job sheets, and/or test items.

Criterion-Referenced Test Item:

Which personal trait is **least** typical of a home economics entrepreneur.

a. creativity

b. human relations skills

c. industrious

d. * mechanical

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list of personal traits,

Task: the student evaluates traits which influence entrepreneurial skills

Criteria: based on satisfactory completion of assignment sheets, job sheets, and/or test items.

Criterion-Referenced Test Item:

Which personal trait enables the entrepreneur to develop new and meaningful ideas?

a. * creative

b. sociable

c. high achiever

d. feminine

e. competitive

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a list of problems,

Task: the student compares and identifies problems for beginning entrepreneurs

Criteria: based on satisfactory completion of assignment sheets, job sheets, and/or test items.

Criterion-Referenced Test Item:

Which is the **least** significant problem commonly encountered by the beginning entrepreneur?

a. credit

b. underfinancing

c. liability insurance

d. * space for the business

e. difficulty getting loans

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a list of advantages and disadvantages,

Task: the student distinguishes between advantages and disadvantages of being self-employed

Criteria: based on satisfactory completion of assignment sheets, job sheets, and/or test items.

Criterion-Referenced Test Item:

Which is an advantage of owning a business?

a. mental stress

b. tied down

c. * family support

d. irregular hours

e. reduces living space

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

1. attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
8. Principal_____
9. Superintendent_____
10. Regional FHA/HERO President_____
11. Homemaker_____

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Leadership involves both leading and following.

T 2. Leadership reaches out and shares personal skills and resources.

F 3. Leadership is an autocratic process.

F 4. Leadership traits are inherited.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the students identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The chapter president demonstrates good leadership by making members feel welcome.

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F__ 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area:	G	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the statement identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Food and Nutrition (Advanced) Class sponsored a school assembly on foods of various cultures. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally's publicity posters were scheduled to be up by Tuesday, but were found in her locker on Wednesday.

b. John's duty was to set up chairs in the assembly hall Wednesday after school; he chose to attend basketball practice instead.

c. * Katherine contacted the speaker and arrived early to greet him/her.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power-of-One recognition using letters a, b, c, d, e.

a 1. select a module

d 2. confer with measurement team

c 3. form and carry out plan of action

b 4. complete check list and determine goal

e 5. submit evidence to state office

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area:	G	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a, b, c, d, e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

ADVANCED FOOD AND NUTRITION

Competency:

Duty Area: G Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

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Competency:

Duty Area:	G	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)